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AUTHOR Williamsen, Jean
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ABSTRACT

The document presents a teacher directed work education inservice packet that describes programs developed by the Pima County Developmental Career Guidance Project. Information regarding the project and two of its programs is provided: (1) Work Experience, aimed at providing tenth through twelfth grade students with an opportunity to spend approximately eight hours per week for at least a quarter of the school year on the job, with pay and credit possibilities, and State approved class or district inservice teacher certification required and (2) Work Exposure, aimed at providing seventh through twelfth grade students with an opportunity to observe on a job site for approximately 10 hours, with some participation, no pay or credit, and general teacher certification required. Information regarding cooperative education programs is also included, although the project does not operate one. Teacher involvement in the programs through sponsoring student participants is discussed, as well as the role of the Community Resource Center, curriculum development in the schools, and the development of career information centers. Self-tests and project forms are included. (LH)

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PIMA COUNTY
DEVELOPMENTAL CAREER GUIDANCE PROJECT

WORK EDUCATION

Developed by: Jean Williamsen
COMMUNITY RESOURCE CENTER
2302 E. Speedway, Suite 210
Tucson, Arizona
795-0504

CE005475

PIMA COUNTY
DEVELOPMENTAL CAREER GUIDANCE PROJECT

WORK EDUCATION

GOAL: To become aware of the work education concept as it applies to Junior and Senior High School teachers.

OBJECTIVES:

1. The learner will distinguish the differences between the three work education programs: Co-operative Education, Work Experience, Work Exposure.
2. The learner will identify the responsibilities involved in the sponsoring of a work education student.
3. The learner will identify at least three services of the Community Resource Center.
4. The learner will delineate alternatives to the standard school curriculum.
5. The learner will become aware of the work exposure for educators program and fill out a sample application.

DESCRIPTION: Work Education inservice packet

ACTIVITIES:

(15 min.) 1. The leader will instruct learners to read the first section (Work Education) and take the self-test on page 4.

(15 min.) 2. The leader will instruct learners to read the second section (How to sponsor students), glance over the forms on pages 7 and 8 and take the self-test on page 9.

(5 min.) 3. The leader will instruct learners to read page 10 (Community Resource Center) and take the self-test.

(15 min.) 4. The leader will instruct learners to read the next section (Curriculum Committee) and take the self-test on page 13.

(10 min.) 5. The leader will instruct learners to read page 14 and fill out the attached application for practice.

RESOURCES: The Community Resource Center has a small library of work education materials for teacher perusal.

MEDIA NEEDED: Teachers should consider utilizing work experience students to develop slide and tape and/or video tape presentations of the program.

EVALUATION: Each section contains a short self-test.

WORK EDUCATION

WHAT IS IT?

By now, you have all heard of Career Education and are familiar with the Pima County Developmental Career Guidance Project. For the school year 1975-76, the project will be operating a Work Education program for the Rural Districts of Pima County (Marana, Sahuarita, Mary E. Dill, Catalina Foothills, Indian Oasis and Ajo).

Work Education is not a separate program, but rather, a part of the overall Career Education program. Whereas Career Education provides services to grades K-12, Work Education focuses in on grades 7-12. Work Education is an in-depth, Career exploration-type of program. Work Education particularly focuses upon the "hands-on" kinds of activities.

Work Education Programs:

There are three Work Education programs: Cooperative Education, Work Experience, and Work Exposure.

Cooperatice Education :

The Pima County Developmental Career Guidance Project will not be operating a Cooperative Education program, since such programs are fully established in most high schools. The project will be operating a Work Experience and a Work Exposure program, however. We will describe the Cooperative program here, briefly.

This program usually involves Seniors. For Cooperative Education, a student must be enrolled in a related class. A student attends classes for part of the school day and works for the rest of the day. The student must also receive high school credit for both his work and the related class. The student must average 15 hours per week. The Cooperative Education teacher must have a vocational certificate and a Cooperative Endorsement. A student organization is a requirement of the program. Some of the organizations are: D.O. - Diversified Occupations, C.O.E.- Cooperative Office Education, D. E. - Distributive Education.

Work Experience:

For Work Experience, a related class is not required. The student may or may not receive pay. Credit may or may not be granted. This program usually involves students in the 10th through the 12th grades. The student must average eight hours per week for at least a quarter of the school year. The Work Experience teacher must have taken a State approved class or district inservice for certification. Although a student organization is not mandatory, it should be considered.

Work Exposure:

This program may involve 7th through 12th graders, although the greatest focus will be in grades 7 through 10. There is no related class and students are not paid. High school credit is usually not granted. The student must have a minimum of ten hours on-site community observation. The Work Exposure teacher needs only general teacher certification. Student organizations are not mandatory.

Definition:

Work Education is defined as the overall descriptor for work experience opportunities inherent to the Vocational and Career Education Programs in Arizona. The purpose of Work Education is to prepare individuals for gainful employment through occupational experiences out of the formal school setting. Cooperative Education, Work Experience, and Work Exposure are the three programs comprising the concept of Work Education.

GUIDELINES	COOPERATIVE	WORK EXPERIENCE	WORK EXPOSURE
RELATED CLASS	Voc. Area Coop Related Class Required	Related class not required	No related class
PAY FOR TASKS PERFORMED	Pay required	May or may not receive pay	No pay
NO. OF STUDENTS	Single Program 20-39 Double Program 40-60	Minimum: 35 students Maximum: 120 students	Depends on local situation
TRAINING PLANS	Individual student training plans required & employer-employee-coordinator training agreement	Individual student work goals & objectives & employer-employee-teacher work memorandum	Student expressed interest
CREDIT	Credit required for class work and occupational experience	Credit may or may not be granted	Credit generally not granted
TIME - STUDENT	Must average 15 hrs/wk but no more than 40 hrs/wk including class hours	Must average a minimum of 8 hrs/wk for at least a quarter of a school year. Must not exceed 40 hrs/wk including class hours	Must have a minimum of 10 hrs. on-site community observation
TIME - COORD. TEACH.	1 class period for related class (20-39 students); 2 class periods for related class (40-60 students). Minimum of 2 class periods for each related class	1 class period for 35-60 students; 2 class periods for 61-90 students; 3 class periods for 91-120 students	Depends on local situation
CERTIFICATION	Voc. Certificate & Coop Endorsement	State approved: class or district inservice	General certifications requirements for teaching
STUDENT ORGANIZATION	A related student organization should be made available	Should be considered	A possibility
AGES	Usually high school seniors	10th-12th grades	7th-12th grades Usually 7th-9th

SELF-TEST

Match the following programs with the descriptions below. Each program may be used for several answers. There may be more than one answer for each description.

A. Career Education
B. Work Education
C. Cooperative Education
D. Work Experience
E. Work Exposure

____1. The student will not be paid.
____2. The student may or may not be paid.
____3. The student must be paid.
____4. The overall program of which Work Education is a part.
____5. Involves students in grades K-12.
____6. Involves students in grades 7-12.
____7. Usually involves students in grades 7-10.
____8. Usually involves students in grades 10-12.
____9. Usually involves Seniors.
____10. C.O.E., D.O., And D.E.
____11. Student will receive high school credit.
____12. Student may receive high school credit.
____13. Student usually does not receive high school credit.
____14. Cooperative Education, Work Experience and Work Exposure.
____15. A related class is not required.
____16. A related class is required.
____17. Student organization is not required.
____18. Student organization is required.
____19. Student must spend 10 hours on a job site.
____20. Student must average 8 hours per week for ½ of a school year on the job.

Answer Key: 1.e, 2.d, 3.c, 4.a, 5.a, 6.b, 7.e, 8.d, 9.c, 10.c, 11.c 12 d, 13.e, 14.b, 15.d & e, 16.c, 17.d & e, 18.c 19.e, 20.d

HOW TO SPONSOR STUDENTS IN WORK EDUCATION PROGRAMS

In most cases, the Work Education teacher in your school will be responsible for students in the program. Due to the large numbers of students which may be involved, it could prove to be more than one person can handle, however. It is possible that your Work Education teacher, or even a student, may come to you and request your assistance in the program. It is hoped that you will not pass up this great opportunity to meet the needs of an individual student.

In the Work Exposure program, regular classroom teachers may assist the counselors and Work Education teacher by setting aside a time block. During this time, students may go through a self-assessment program in which they would be involved with interest inventories followed by values clarification activities. For those teachers assisting in the program, the Work Education teacher will provide a manual of such activities and assist you in adapting your curriculum. Once through the self-assessment program, students will choose as many as three job preferences. He/she will then spend approximately ten hours at one or more of these job sights. The hours may be spread out over the year and Saturdays are also permissable. There will be certain assignments for each student to complete along with a pre and post evaluation.

Since Work Experience is a far more involved program, the remainder of this section is devoted to the "sponsoring" of Work Experience students.

Preparation:

Work Education teachers will probably prepare groups of students for Work Experience. Should you be asked to sponsor one or more students, you will probably want to sit in on these sessions or, at least, be familiar with the training manual. If you wish a separate copy of the manual, your Work Education teacher can tell you where to obtain one. The manual will include such things as: self-awareness, values clarification, how to apply for a job, filling out forms, income tax and social security information and job attitude training.

When the training program has been completed, a student information card will be completed and submitted to the Community Resource Center, where arrangements will be made with employers.

Responsibilities of the Sponsor:

Once the student has been placed on the job, a teacher contact at the school is necessary. These contact teachers are the student's "sponsors". Should a problem arise at work, the student will have someone to go to for advise. It could also work the opposite way. If a student is consistently absent, the employer could contact the sponsor with a complaint.

The sponsor will be asked to do two kinds of evaluation: Evaluation of on-site job visitations and evaluation of student conferences. On-site job visitations should occur once a month at which times the sponsor would fill out the "sponsor visitation report" and submit to the Work Education teacher. (If these visitations conflict with your classes and your planning period is not during the time that the student is working, then the Work Education teacher may have to do this task for you.)

Conferences between you and the student should occur at least once every nine weeks. During these conferences, you and the student would complete the information on the "Sponsor-Student Conference Report". This report is also to be submitted to the Work Education teacher.

SPONSOR VISITATION REPORT

Employer's Name_____ Business_____

Student's Name_____ School_____

Sponsor's Name_____ Date of Visit_____

1. What appear to be the student's strong points?_____

2. What problems, if any, have been encountered?_____

3. What steps have been taken to correct above problems by the student?

By the employer?_____

4. What recommendations, if any, does the employer have for school changes?

5. Comments and Suggestions_____

_____
Signature of sponsor

SPONSOR-STUDENT CONFERENCE REPORT

Name of Student_____ School_____

Name of Employer_____ Business_____

Sponsor's Name_____ Date_____

This is the ___1st ___2nd ___3rd ___4th ___5th ___6th conference

1. What problems, if any, have been encountered by the student at work?

_____

_____

2. What are some possible solutions to the above problems?_____

_____

3. What are the areas of improvement on the part of the student?_____

_____

4. Is the student interested in pursuing this career? _____Why or why not?

_____

5. What obstacles, if any, does the student foresee in pursuit of his/her chosen career? _____

6. Does the student wish a change in his/her program?_____

7. What materialt has the student read lately that supplement his/her Work Experience?_____

8. Has the student visited similar job sites since the last conference?

_____

9. Recommendations_____

_____

10. Assignments_____

_____

_____
Signature of Sponsor

SELF-TEST

Fill in each blank. If you are unsure of your answers, please thumb back through this section.

1. A sponsor of a Work Experience student is expected to complete what kinds of evaluations?_____

_____

2. How often should each evaluation occur?_____

_____

3. What are some subjects covered in the student preparation sessions?

_____

_____

4. What are some of the reasons for establishing sponsor teachers?_____

_____

_____

THE ROLE OF THE COMMUNITY RESOURCE CENTER

The Community Resource Center is located at 2302 E. Speedway, Suite 210, Tucson, Arizona. The phone number is 795-0504.

Work Education programs in the rural schools will be coordinated at the Community Resource Center. There is a reference library of Work Education materials for teacher use. Some inservice sessions may be conducted at the Center. The primary function of the Center, however, is to obtain community resources. Job locations for Work Exposure and Work Experience students will be obtained by the Center's personnel. The Center will also coordinate all evaluation of the Work Education program.

Jean Williamsen is the Work Education Coordinator and she will be located at the Community Resource Center.

Other services of the Community Resource Center are:

1. The Resource Speaker program.
2. The Parent Involvement Program
3. Field Trip arrangements
4. Businessman-Teacher Workshops
5. Reference Library
6. Consultant Services for Adaptive Education

Personnel of the Community Resource Center:

Beth Berry, Community Resource Specialist
Barbara Barkenbush and Jody Burns, Parent Involvement Specialists
Marla Motove, Adaptive Education Specialist
Sandra Fields, Project Assistant
Margaret Casey, Work Education Secretary

SELF-TEST

1. Name three ways that the Center will assist in the Work Education program._____

_____

2. What are the other functions of the Community Resource Center?_____

_____

SERVING ON A CURRICULUM COMMITTEE

Now that your school is involved in Work Education, you may wish to assist in making the program stronger. One way to do this is to serve on a curriculum committee for Work Education. As a member of such a committee, you will be interested in knowing what other schools have done. The remainder of this section is devoted to ideas on how to strenghthen the program.

Adapting the Curriculum:

If you are an English teacher, have you ever stopped to wonder how many people have found that the book Moby Dick has been of value in their lives? What about the other novels you require your students to read? Do all students have to read the same novels? According to most state requirements for graduation, a student must have a certain number of English credits and those English credits must consist of a certain ammount of literature, grammar, etc. The thing is: What kind of literature a student must read is not specified. For example: a student interested in auto mechanics who, ordinarily dislikes reading, might read auto mechanics journals instead of novels.

This is just one example of how curriculum can be adapted to meet the needs of individual students.

As a member of a curriculum committee, one of your tasks may be designing alternatives to the curriculum offered in your department.

Alternative High Schools:

Many schools around the country are adopting alternative high schools to meet the needs of more students. Some of these programs are a part of the total Work Education program and are quite elaborate. They may require additional staff and facilities. Although your school district may not be able to afford this kind of change, the curriculum committee could write to and investigate these programs. The committee might also research means of financing such programs: Find out what funds are available from the State and Federal governments.

Alternative high schools might offer such courses as "auto mechanics English" or "Agricultural English" as well as the usual English courses Alternative math courses might be "business math" or "building trades math".

Other Ideas for Work Education Curriculum:

Work Exposure could be incorporated into the Freshman Orientation program. In addition to exploring what is offered at his/her school, the student could explore three occupational areas of interest. This might aide the student in choosing his/her high school curriculum.

Another idea is to provide special classes for Work Experience. Some schools have Health Careers Classes in which the student attends the class

maybe twice a week and works at a hospital, clinic etc. for the other three days during that class time.

Career Information Centers

If your school does not have a Career Information Center, you may want to visit schools that do. It is important for a school to have a good source of information on careers for both students and teachers. These centers are sometimes located in the school library and sometimes, in the Guidance department.

The Career Information Center should include films, tapes, books and kits on career information. Suggestions on kits: OEK (Occupational Exploration Kit) and WORK kit, both from Science Research Associates. The Dictionary of Occupational Titles and the Occupational Outlook Handbook should also be available. The Center should stock information on interest and aptitude surveys and have these surveys available for teacher and counselor use. School information, such as college and trade school catalogs should be housed in the Center. Pamphlets and brochures may be obtained form various departments at a University close by. A good collection of pamphlets and brochures can also be obtained on almost any career. A way to find out where to write for these would be to have the Center subscribe to the Career World monthly magazine. This publication is great for student reading and gives information on where to write for additional information.

SELF-TEST

Only a few ideas have been listed in this section. Now it's time for you to express your ideas. Fill out the section below and, if you wish share your ideas with your fellow teachers and the Work Education teacher.

1. Sally M. wants to be a veterinarian. All she will read are books on animals, especially horses. How would you adapt your subject area to meet the needs of this student?_____

_____

_____

2. What occupational areas seem to be most popular in your school?

_____

How could high school curriculum be changed to adapt to these large interest areas?_____

_____

3. What are some other ideas you have thought of while reading this section?

_____

_____

4. Does your school have alternative curriculum or courses?_____

What can you do to bring about changes?_____

_____

5. Does your school have a career information Center?_____

How can you help get one started?_____

_____

WORK EXPOSURE FOR EDUCATORS

You have just learned about Work Exposure for students. Wouldn't it be nice if adults could explore another career interest? As an educator, you can. The Pima County Developmental Career Guidance Project offers such a program. During the year you will receive announcements about the program, You may fill out an application to the project. If you are accepted, you will receive a stipend while you work at another job location. (This can be done after school hours, on weekends, over Christmas or summer vacations)

In order to be accepted you should give a lot of thought to your application. You must relate the desired Work Exposure to the subject you are teaching and describe how you will utilize the Work Exposure to redesign your curriculum. How well you express your ideas on paper are all important. What makes sense to you might not make sense to someone else. Once you have filled out your application have several other teachers read it and see if they perceive your ideas in the manner you intended.

The Project has noted that some teachers have decided to participate in the program without stipend. Many have come out of the Work Exposure with great enthusiasm and some have been asked by employers to continue working for salary during vacations.

SELF-TEST

For practice purposes, write a sample letter of application for Work Exposure. When you are finished, share your letter with others for their comments.